

**DIRECTIVE SPEECH ACT AND TYPES OF TEACHER TALK
IN ENGLISH CLASS AT SMK MUHAMMADIYAH BELITUNG TIMUR**



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UNIVERSITAS MUHAMMADIYAH SURAKARTA**

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APPROVAL

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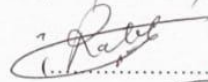
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DIRECTIVE SPEECH ACT AND TYPES OF TEACHER TALK IN ENGLISH CLASS AT SMK MUHAMMADIYAH BELITUNG TIMUR

Abstrak

Penelitian ini bertujuan untuk menjelaskan penggunaan tindak tutur direktif oleh guru dan murid dan tipe dari teacher talk pada kelas Bahasa Inggris di SMK Muhammadiyah Belitung Timur. Metode dalam penelitian ini adalah deskriptif kualitatif. Peserta dalam penelitian ini adalah murid-murid kelas 10 dan guru bahasa Inggris di SMK Muhammadiyah Belitung Timur. Data dalam penelitian ini berupa tuturan tindak tutur direktif oleh guru dan murid. Teknik pengumpulan data meliputi observasi, dokumentasi, rekaman audio, dan catatan. Hasil penelitian ini menunjukkan bahwa 42 tipe perintah, 18 tipe meminta, 20 tipe saran, dan 15 tipe memperingatkan banyak digunakan oleh guru dalam proses belajar mengajar. Kategori dari teacher talk dalam tindak tutur direktif juga terdapat dalam penelitian ini yaitu memerintah, pertanyaan, bertanya, menasehati, dan mengundang.

Kata Kunci: Direktif, Tindak Tutur, Belajar Mengajar, Teacher Talk

Abstract

This study aimed to describe the use of teachers' and students' directive speech act and the type of teacher talk in English class at SMK Muhammadiyah Belitung Timur. The descriptive qualitative method was designed in this study. The participants were tenth-grade students and an English teacher at SMK Muhammadiyah Belitung Timur. The data consisted of the teacher's and students' directive speech acts utterances, which were collected by observation, documentation, audio recording, and taking notes. The result showed that 42 command types, 18 request types, 20 suggestion types, and 15 warning types were the most commonly employed by teachers in the teaching-learning process. The teacher talk type categories in the teacher's directive speech act were also revealed in this study namely ordering, questioning, asking, advising, and inviting.

Keywords: Directive, Speech Act, Teaching-Learning, Teacher Talk

1. INTRODUCTION

The success of the classroom teaching and learning process is determined by language used by a teacher to interact with students in classroom interaction. As stated by Celce-Murcia cited in Basra and Thoyyibah (2017, p.73), "the language used is applied in the classroom to affect students". The use of language determines how teachers and students can interact with each other. Communication between teachers and students is a way to share ideas, opinions, or information. A Teacher should have enough language skills to deliver knowledge to their students.

Teaching and learning are methods of knowledge transfer. Giving a lesson, passing on knowledge, or passing on a skill are all examples of teaching. Brown (2000, p. 7) defines “teaching as guiding, enabling the learner to learn and creating the conditions for learning”. Learning describes as the process of acquiring new skills, talents, and attitudes. According to Hamalik (2006, p.21), “learning is a modification by behavior through experience, a form of growth and change individual which is stated by a new behavior as the result of experience and practice”. When teaching is designed to achieve a specific learning objective, the use of language might be successful.

Teachers and students can interact with each other and allow them to collaborate, work together, construct knowledge, and create information. Interaction in the classroom activity could take the form of teacher talk and student talk. Teacher Talk is defined by Richard (1992, p. 471) as a “variety of language used by the teacher in the teaching and learning process”. The classroom is where foreign language learners have commonly been exposed to the target language. English teacher talk involves many aspects such as giving an explanation, instruction, assessment, and question. The teaching and learning process teacher talk is dominantly used by the teacher. The teacher will use their talk in the classroom in any activities and assignments that they design for students.

In classroom interaction, both teacher and students produce a speech. In delivering a speech, the teacher as a speaker not only uses semantic meaning but also pragmatic meaning. Pragmatic meaning can be seen from the function not just to convey language through words, but also followed by action behavior. Yule (1996) stated that “pragmatic is the study of meaning; it is delivered by the speaker and interpreted by the hearer”. The speaker proposes a meaning, and the hearer takes the right intention. Griffiths (2006, p.1) explained that the use of meaningful communication is the focus of pragmatics. Pragmatic deals with the utterance, specific events, intentional acts of the speaker at times and places. In Peccei, (1992, p.2) “pragmatics is a study that concentrates on the aspect of

meaning that can't be predicted alone". Also, Griffiths, (2006, p.21) stated that "pragmatic is how we interpret utterances and interpretable utterances".

Language is used to carry out teaching and learning, which is known as the classroom speech act. The language used includes speech act by the teacher and students. Searle (1969) states that the speech act is a basic of communication. The speech act is particularly important in guiding communication, especially in the teaching and learning process. According to Searle (1969), speech acts are classified into five types: representative, directive, commissive, declaration, and expressive. Also, Yule (1996, pp.52-53) classifies five types of speech acts: declaration, representational, expressive, directive, and commissive. In the classroom, speech act involves many utterances and intentions. According to Austin (1962), "a speech act is committed by the speaker while delivering an utterance". The locutionary act, illocutionary act, and perlocutionary act are the 3 components of speech act. The quality of classroom speech act is determined by verbal communication. This is useful information for teachers because it informs them of the typical teaching behavior that they use the most when dealing with students.

One of many speech situations employs the role of speech act during classroom interaction. Concerning with classroom speech act, it maintains that the directive speech act is frequently used in the classroom teaching and learning. The directive speech act is the most common form of speech act used by teacher. As stated by Yule (1996, p. 53), "the directive speech act is divided into four types: command or order, request, suggestion, and warning". The teacher used to make students do something. Levinson (1986, p.240) stated "the directive speech act attempt by the speaker to get the addressee and carry out an action". Besides, Peccei (1999, p.51) describes that "directive speech act is a speaker direct hearer to perform a future act". Through the directive speech act, a teacher can perform directive speech act such; request, question, prohibition, and advice.

The previous study has been conducted on the directive speech act that teachers and students used in the teaching and learning process. In a speech act

study of teacher discourse in the EFL classroom, Santosa and Kurnia (2020) discovered that the assertive speech act was mostly used by the teacher. In the assertive speech act, a teacher offers the student to practice for the test and then discusses it together. Andewi and Waziana (2019) found out that directive speech was mostly used by the teacher than the other speech acts. They found 112 directive speech act, 33 representative speech act, 6 expressive speech act

A previous study about teacher's directive speech acts was conducted by Romadani, Agustina, and Manaf (2019). They found that the strategies of teacher's speech act methods in classroom learning were speaking freely without any further, speaking with positive politeness pleasantries, speaking with negative politeness pleasantries, speaking vaguely, and speaking from the heart. Wahyuni (2019) discovered that a translation lecturer at IAIN Surakarta utilized five forms of directive speech acts throughout the seventh-semester command, suggestion, warning, and inviting. The students utilized two categories of responses: preferred and dispreferred.

The next previous study was conducted by Fitriani and Prihadi (2019). They found that the teacher utilized directive speech act of *command, request, and giving type*. The objective of the teacher's directive speech act included commanding, instructing, inviting, expecting, asking, and encouraging. Direct and indirect strategies were used to use directive speech acts. The situation in the classroom interaction was used to implement the teacher's directive speech act. At SDN 05 Kebondalem, Mafaza, Rustono, and Awalya (2018) discovered the following type of teacher directive speech acts: request, question, requirement, prohibitive, permissive, and advisories. Prasetyo and Mulyani (2018) found that teacher-directive speech may generate both predicted and unexpected engagement while also establishing a new environment. Teacher's directive speech act can show the ability to mastering the subject, the skill to deliver subject matter, and the skill to interact.

Swandewi, Ramendra, and Juniarta (2018) found that four types of speech acts occur in the teaching-learning process. The directive speech act was the most

common speech act type in this research. The speech act's pedagogical role is classified into four modes. Basra and Thooyibah (2017) conducted a study about the speech act in the EFL classroom. They found that the directing speech act has implications for improving the students' productive skills. This study indicated that speech acts influence the teaching strategy and vice versa. Hidayati et al. (2017) found that lecturer who has authority to their students do not always impose on them by forcing them to do what the lecturer desire. Even though classroom interactions are not the same because the quantity of teacher talk dominates in the teaching and learning process, as the hearer the students are aware that to be successful in their studies, they must conform to the lecturer's speech act of ordering.

Several previous studies above focused on the speech act and directive speech act and other previous studies focusing directive speech act in teacher talk. The data utterances of the directive speech act were focus only on teachers. However, main purpose of this study is to look at how teachers' and students' directive speech acts appear during teaching and learning. Similar to the previous study, this study also investigated teacher talk but focusing on the teacher's directive utterances. Besides, the focus and the object were taken in this research is different.

This study is important because there are many utterances in classroom speech act that can be produced by the teacher and students. However, directed speech acts are most commonly performed in classroom interactions. Speech acts occur organically in the classroom as part of the teaching and learning process. It is crucial to have speaking actions, especially directive speech acts. In the classroom, the teacher decides the speech act to achieve their goal in the teaching-learning process. The use of directive speech act in the teaching and learning process may influence certain impacts. The directive speech act in the classroom is very useful because the researcher wants to know what kinds of communication between teacher and students. Also in the kind of directive speech, we can get

description what kind of directive speech act is frequently used by the teacher and students.

In classroom interactions, teachers and students may express and produce the directive speech act. The teacher's directive speech act utterances in English class at SMK Muhammadiyah Belitung Timur are shown below:

Siapa lah piket hari ini? Kalian tak boleh masuk kelas.

(Who is on cleaning duty today? You're not allowed to enter the classroom)

The speech was an example of directive speech act utterances. The utterance above is the intention spoken by the teacher. The intention of asking the hearer to do something in the form of cleaning the class. The teacher used a directive speech act of warning. The speech depends on who was speaking, the purpose of the conversation, and the situation.

SMK Muhammadiyah Belitung Timur as the setting of this research is the newest vocational high school in Belitung Timur and have two program class pharmacy and tata boga. In this school only have one English teacher and he is a great professional education. The material given between the Pharmacy class and the Tata Boga class is not quite different. This research was conducted in SMK Muhammadiyah Belitung Timur because the students have a good quality of English but still misunderstood teacher intentions. Furthermore, each class has a different teaching style. As a result, the teacher employs a variety of utterances to communicate in English and Indonesian. The teacher dominantly used speech act utterances. The students also have their utterances in communicating but the functions are quite different.

In this study, the researcher used a theory on how directive speech affects the teaching-learning process. The researcher was involved in the investigation of the directive speech act. The purpose of this study is to find the directive speech act utterances that are spoken and produced in the classroom interaction. The researcher focused on and analyzed Directive Speech Act and Type of Teacher

Talk in English Class at SMK Muhammadiyah Belitung Timur. The research questions being investigated include: (1) What types of directive speech act are used by teacher and students in English class at SMK Muhammadiyah Belitung Timur? (2) What are types of teacher talk in teacher's directive speech act in English Class at SMK Muhammadiyah Belitung Timur?

In this study there are some objectives, they are as follows: (1) To identify the types of directive speech act used by the teacher and students in English class at SMK Muhammadiyah Belitung Timur. (2) To describe the types of teacher talk in teacher's directive speech act at SMK Muhammadiyah Belitung Timur.

2. METHOD

The descriptive qualitative approach was employed in this study. The qualitative method provides an extensive explanation for the phenomena through data collection. As stated by Creswell (2012) descriptive qualitative is used to explain social issues based on written explanation and to report the opinion in detail. Descriptive qualitative is relevant to the problem and focuses on the object of a study. Arikunto (2005, p.234) "defines descriptive qualitative as explains the research in terms of it". Therefore, the qualitative research is used to describing the type of directive speech act found in the teaching and learning process.

An English teacher and the tenth-grade students are the participants in this study. The data are the utterances containing directive speech act used by the teacher and students. The data were collected through observation, documentation and taking notes. The observation was done using audio and video recording. The video recording was transcribed and noted by some steps procedure; listening, transcribing, understanding, evaluated the correctness of the data, and choose the appropriate data. The data was evaluated following the stages given by Miles and Huberman (1994, p. 10). According to them, qualitative data analysis consists of three procedures: data reduction, data display, conclusion, and drawing/verification. The researcher employed the triangulation technique to ensure the data's trustworthiness. The researcher used the theory proposed by Yule

(1996) to describe the types of directive speech act used by the teacher and students.

3. FINDINGS AND DISCUSSION

FINDINGS

3.1. The Types of Directive Speech Act used by The Teacher and Students in English Class at SMK Muhammdiyah Belitung Timur.

The teacher and students commonly produced the directive speech act when interacting in class. This study's definition of a directed speech act was followed Yule's theory of directive speech. Yule (1996, p.53) described four types of directive speech actions: command or order, request, suggestions, and warning.

3.1.1. The Directive Speech Act used by The Teacher

a) Command or Order Type

Commanding is the type used by the teacher to make students do something. The command directive speech act is successful if the speaker has control over the activity between the speaker and the hearer. The research found 42 data on the command speech act. One type of command directive speech can be seen as follows:

Teacher: Okay now to understand about recount text, please open your book on page 45. (D.04)

The data show the command type of teacher's directive speech act. The command type expressed by the teacher was a type of giving instruction. The teacher (speaker) wanted students to do something according to his instruction. In the teacher's utterance, the teacher asked students to open their textbooks.

b) Request Type

The request types of directive speech act were also produced in teaching and learning in the classroom. The teacher's speech had a directive illocution in which the speaker asked the speech partner

to act with what the speaker desired. In the request form, there were 16 data on the use of directive speech actions.

An example of a teacher's request type can be seen as follows:

Teacher: There's a text on page 45. Dela, can you read the text?
(D.06)

The data above show the type request in directive speech act. The teacher utterance above is to request students to do certain actions that are read in the text. It means that the teacher needs the student to read the text from her textbook.

c) Suggestion Type

The results of the suggestion type revealed that there were 20 data types of directive speech act. The teacher expressed his thoughts about what a student did or should not do. The speaker needs the hearer to do something as suggested by the speaker. The following data is the one of suggestion type in the classroom:

Teacher: Rifki, I can't hear your voice.
Better if you repeat and said it loudly. (D.09)

The suggestion type used by the teacher was giving advice. The teacher suggested to the students to repeat the text he read. The student as hearer follows the teacher's advice.

d) Warning Type

A warning kind of directive speech act is a warning act or condition being warned (Merriam Webster Dictionary). The act of warning type is inform someone of possible danger, problem, or other unpleasant situation. This type showed there are 15 data of warning type. An example of warning type of directive speech act is as follows:

Teacher: Everyone stops talking and reads the text. (D.17)

The teacher had finished explaining and discussing the materials and he needed students to understand again the text by re-

reading but the class was too noisy. The teacher asked students to pay attention to the text and read calmly.

3.1.2. The Directive Speech Act used by The Students

a) Command or Order Type

Students' command type is different teachers' because students cannot control the class. There are 4 data showed the command or order type students' directive speech act. The example of students' command or order type is as follows:

Students: Pak, tadi Pak Adly nyuruh ke kantor. (D.01)

Sir, Mr. Adly wants to meet you at his office

In the middle of the teaching and learning process, one of the students said that the principal needed to meet their teacher. The students asked and ordered the teacher to meet the principal as soon as possible because it is an important meeting.

b) Request Type

A request is an act of asking politely or formally for something. In the student's request type they should ask politely to their students to avoid misunderstanding. There were 10 data found of student's request type.

Student: Pak saya mau bertanya mengenai regular and irregular verb. (D.03)

(Sir, I want to ask about regular verb and irregular verbs).

In classroom conversation between teacher and students always happened during a class activity. Sometimes there was a misunderstanding from the students and they needed an explanation from the teacher.

c) Suggestion

A suggestion type is an act or process of calling up an idea or thought. The data of suggestion type used by the students are 7 types.

Student: Pak kami tidak mau pake kertas. Lebih baik pakai buku. (D.05)

(Sir, we don't want to use paperwork, it is better to use a book.)

The data above show that students suggested their teacher use books other than paperwork. Sometimes they just used paperwork and it seems not comfortable. They needed to cover their book because they did not want to mess up their homework

d) Warning Type

Warning type of directive speech act functions to inform someone of possible danger, problem, or other unpleasant situation. The data of warning types used by the teacher were 6 types.

Student: Jangan percaya pak, Hakim bohong dia nggak masuk kemarin. (D.07)

(Don't trust him sir, he is lying. He was absent last week.)

The data showed the situation when teachers checking student's attendance. The students found one of their friends lied to their teacher and warned their teacher.

3.2. The Types of Teacher Talk of in Teacher's Directive Speech Act in English Class at SMK Muhammadiyah Belitung Timur.

The teacher's utterances are dominated by the directive speech act. There were teacher talks in all 90 data of the teacher directive speech act, including asking, questioning, ordering, inviting, and advising. The five categories of teacher talk in the teacher's directed speech act are as follows:

Teacher's directive utterances	Teacher Talk Types
What do you know about recount text?	Asking

I want all of you to bring a dictionary next meeting.	Ordering
Tell me, Hakim. Mention one of a regular verb.	Questioning
Better if you pay attention to me. Okay.	Advising
Dela, can you please write your answer on the whiteboard?	Inviting

There were 4 types of directive speech acts found while the teaching-learning process in English class at SMK Muhammadiyah Belitung. There were also five types of teacher talk in the teacher's directed speech. The types of directive speech acts are *command or order, request, suggestion, warning, and asking, ordering, questioning, advising, and inviting*.

From the data, it was known that the directive speech act was dominantly used by the teacher than students. The teacher utterances of directive speech act types are more frequently used since 90 utterances were the teacher's directive speech act. It means the teacher's directive speech act makes up overall utterances of total talk. A teacher's directive, the speech act was used to give instructions and ask students to do something.

The teacher instructed and explained the material correctly to make students understand what he said. After explaining the teachers need students to discuss and practice together. So, the utterances used the most were the command type of directive speech act. The utterance **"I want you to make an example about recount text"**, is teacher instruction to make his students do something like making an example about recount text. The teacher also controlling the class by giving commands during teaching and learning interaction. In this case, the teacher's directive speech act contained in the teacher talk occurs when the teacher commands his students, gives instruction, provides learning material, confirms the lesson, and praises the students.

According to the study results, directives have been the most dominant performed by the teacher. In contrast, Searle says in Mey (1994, p. 131) that “directive actions are used by the speaker to make the listeners do something”. It is possible to conclude that the teacher continues to play the main role in the classroom. Furthermore, the teacher wanted to use speech activities as a way of carrying out behavior. When a speaker performs an act, it means that the teacher is attempting to order, request, suggest or convey something (Yule, 1996, p. 83).

The most dominant of teacher talk in the teacher’s directive speech act was asking and questioning. A question was not always a question, it was observed. The teacher used asking not often because he simply did not know the answer, but he did ask in many cases. The essence of asking in this situation was always attempting to obtain facts. Furthermore, it was observed that the teacher’s attempt to verify his students’ comprehension by posing questions had the additional benefit of allowing the students to be more involved in the teaching and learning processes. This will act as a motivator for students to speak up.

Various studies conducted show the types of directive speech act is one of the many speeches acts that teachers use in their verbal interaction with students in class. Findings on teachers’ use of directive acts were revealed by many researchers one of them is Fitriani, Prihadi (2019) and Santosa, Kurniadi (2020). In Fitriani’s and Prihadi’s result is the variation in the use of directive speech act occupied by the teacher in teaching and learning interactions. While Santosa’s and Kurniadi’s results found that assertive speech act mostly used by the teacher in the classroom than directive speech act because the teacher had a lot of interaction with students especially giving test and discussed it together. The similarity between these two previous studies and this research is the focused on directive speech act as the object. The differences from the

previous studies are the data source and the utterances found in the teaching and learning process.

This research analyzed used the theory proposed by Yule. In Yule theory about directive speech act is explained that the type of directive speech act were command, order, suggestion, and warning. The research finding is related to the theory because researcher want to know what kind of teacher and students' speech act is mostly used in the teaching and learning process. Yule's theory is support in this research because all the types of directive speech can be found in the classroom activity during teaching and learning process.

4. CLOSING

Directive speech act in speech act theory is essential in the teaching and learning process. As a result, language teacher's especially English teachers, should apply the directive speech act properly to improve teaching performance. It can be seen that teacher's directive speech act is not the only tool for teaching but also the show the way of communication between teacher and students in the classroom. Hence, the high quality of teacher's directive speech act can organize the classroom and promote active learning.

The implications for selecting the directive speech act is the teacher should manage the way of interaction between teacher and students in the classroom. The directive speech act show properly how the interaction happens in the classroom because the used of directive speech act can facilitate students to learn and active. In the classroom the teacher should not always use command while teaching the students, but also another type of directive speech act. The teacher need to be brave to manage and organize classroom by using directive speech act.

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